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THE TEACHING OF THE SOCIAL SCIENCES TO NON-TRANSFER STUDENTS
AT COMMUNITY JUNIOR COLLEGES.

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BASIC TO THIS STUDY WAS THE ASSUMPTION THAT, IF
ACQUAINTANCE WITH SOCIAL SCIENCE CONTENT AND METHODOLOGY IS
OF ANY VALUE, ALL JUNIOR COLLEGE STUDENTS SHOULD STUDY THE
SOCIAL SCIENCES. TO LEARN HOW JUNIOR COLLEGES WERE PROVIDING
SUCH COURSES FOR TERMINAL STUDENTS, THE AUTHOR VISITED 25
COLLEGES, WHERE HE INTERVIEWED FACULTY, VISITED CLASSES, AND
REVIEWED COURSE MATERIALS. HE OBSERVED SINGLE-TRACK PROGRAMS
IN WHICH ALL STUDENTS ENROLLED IN TRANSFER LEVEL COURSES,
RIGIDLY SEGREGATED PROGRAMS, REMEDIAL COURSES FOR LOW
ACHIEVERS, AND NARROWLY SPECIALIZED "APPLIED" COURSES.
INCREASINGLY COMMON AND APPARENTLY MOST EFFECTIVE IN REACHING
TERMINAL STUDENTS WERE SPECIALLY DESIGNED INTERDISCIPLINARY
COURSES AND COURSE SEQUENCES. SOME COURSES HAVE FAILED,
USUALLY BECAUSE OF FACULTY RESISTANCE, BUT ALSO FROM LACK OF
ADMINISTRATIVE SUPPORT, UNINSPIRED COUNSELING, AND GENERAL
APATHY. INSTRUCTORS OFTEN MET PROBLEMS OF INADEQUATE TEXT
MATERIALS BY WRITING THEIR OWN BOOKS. SUCCESSFUL PROGRAMS
WERE MARKED BY (1) EFFECTIVE COUNSELING, IN WHICH STUDENTS
WERE GUIDED, RATHER THAN FORCED, TOWARD THE MOST SUITABLE
PROGRAMS, (2) ADMINISTRATIVE SUPPORT TO GIVE PRESTIGE TO THE
PROGRAM, (3) SUPPORT BY TEACHERS AND VOCATIONAL COORDINATORS,
AND (4) ADAPTATION OF COURSE CONTENT AND PROCESS TO STUDENT
LEVELS. EXAMPLES OF COURSES AND PROGRAMS ARE CITED IN THE
REPORT. (WO)

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The Teaching of the Social Sciences
to Non-Transfer Students at
Community Junior Colleges

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Alfred Apsler

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Clark College

Vancouver, Washington

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INTRODUCTION

According to its stated purpose and philosophy, the community junior college adheres to an "open door" policy of admission. It is non-selective and tries to serve everybody in the community who enters its gates seeking some form of enlightenment or training. It offers instructional programs of many kinds and tries to counsel and place the student into one of the diversified channels of learning according to his goals, abilities and motivation.

Therefore the student population at the average junior college comprises a wide variety of talent and background. Still in the majority are the young people who plan to transfer to degree-granting colleges and universities in pursuit of their professional training. They enroll in the standard courses which have traditionally been taught to college freshmen and sophomores. For the area of the Social Sciences, as they are usually defined, these courses belong in such academic disciplines as sociology, anthropology, political science and economics. Institutional custom usually adds also history, psychology, sometimes geography and occasionally even philosophy, though one can easily start an argument whether they are full-fledged Social Sciences or not. However they might be labeled, these academic transfer courses must constantly be made more challenging to keep in step with the general quest for academic excellence in all institutions of higher learning. Junior colleges generally pride themselves that their transfer courses are every bit as demanding and as well taught as their counterparts at the universities. The frequent praise they receive from former students who have found themselves well prepared after transfer seems well deserved.

But what about the other part of the student body, the increasing number of young men and women who cannot or will not submit to such transfer courses, or if they do, will not successfully complete them? They are present on almost all campuses, and their number is certain to increase due to many circumstances, such as the general growth of population, the social pressure to get at least a minimum of college education, the absence of job opportunities for untrained people and the growing need for new skills which demand at least two years of schooling.

This group of students, often for want of a better word, labeled with the vague term, "terminal", falls into two groups:

a) Students pursuing the constantly multiplying vocational and technological programs. Many of them are quite talented, but

verbal expression is not their strongest side. Books and the discussion of intellectual topics may be largely alien to their backgrounds and personalities, and often they show great amounts of skepticism towards any activity, such as the pursuit of the liberal arts, which has no immediate or clearly recognizable bearing on their future calling. Some of those students may be quite capable of mastering the transfer courses, and if they are also willing, they should certainly be given the opportunity. But there are those who are neither willing nor capable, and they comprise considerable numbers.

b) Students who have no definite occupational goal or one which is completely unrealistic in view of their limited capabilities. They are often ill prepared to succeed in academic courses or not yet mature enough to submit to a rigorous routine of study.

Such students will either stay away from the traditional Social Science offerings or, if forced by rigid requirements to enroll, will fail or drop out. In either case, their attitude towards the Social Sciences and towards their methodology and philosophy will remain negative for life since their short contact with the field had resulted in defeat, frustration and boredom.

It is true, the junior college performs a very useful function by screening the human material carefully and by separating the individuals capable of successful professional training from the others. But having invited those others to its campuses as well, having proclaimed that it has something to offer to everybody according to his needs and abilities, the junior college also has the obligation to come through with adequate and meaningful instructional offerings for the sub-professional or sub-academic student. So far, the record is not very impressive in this respect.

At Miami-Dade Junior College, all students take an introductory course in the Social Sciences. It is elaborately organized and taught by a large team of specialists. Much effort and ingenuity goes into making it impressive and exciting. Yet only a little over half of the enrollees pass the course though many repeat it several times since it is required for graduation. "Even those who flunk it," declares the course coordinator, "get something out of it even if it is on a lower level of perception." This may very well be true, but what a wasteful and painful way of learning on the part of the student and of teaching on the part of the faculty.

At Clark College (see Appendix A), a total of 4,400 students enrolled during one year in the various Social Science disciplines. During that school year, over one thousand ended up without any

credits earned in those courses due to failure or voluntary withdrawal, concluding, in all likelihood, that the Social Sciences were not for them.

These two instances are typical for a situation which gives cause for concern to many teachers and administrators.

This study is based on the assumption that if an acquaintance with the contents and methodology of the Social Sciences is of any value, all persons whom the junior college has an opportunity to reach should be exposed to the Social Sciences in some form. Those who cannot profit from transfer courses, need to be guided into instructional offerings of a different kind which will be meaningful to them. How this could be done, how the educators in the field feel about it, what experiments have been conducted along those lines, successful or otherwise, and what conclusions can be drawn from them: all this falls within the scope of this project.

No such investigation seems to have been conducted before, and no literature about this specific project seems to be available. However, the need for such instruction is clearly indicated in the existing literature on General Education of which the teaching of the Social Sciences is an important part. Quite a bit has also been written about the role the junior college must play in General Education.

Burton Clark speaks of the rising number of "latent terminal students," as he calls them (1), the socially, emotionally and intellectually disadvantaged young people, for whose introduction into society workable provisions need to be made. Whether their future attitudes to society will be positive or negative, constructive or destructive, may very well depend on the impact of such introduction.

B. Lamar Johnson states that General Education aims at "exercising the privileges and responsibilities of democratic citizenship . . . developing a set of sound moral and spiritual values . . . developing a balanced personal and social adjustment . . . sharing in the development of a satisfactory home and family life . . ." (2) These are powerful tasks, assigned mainly to the Social Sciences. It would be wonderful, indeed, if they could fulfill them even partially. Johnson points at such danger signals as the increasing rate of divorce and mental disease, the lengthening of an often pointless and joyless old age and the devastating toll taken by war and crime. Clearly, this concerns all people who can be stimulated to think, not just the pre-professionals.

Anthony and Koss emphasize that "the need and uses of the

Social Sciences are perhaps greater today than ever before in human history The free citizen is desperately in need of the tools and training for critical thinking." (3) Recent dramatic incidents highlighting the rapid disintegration of our core cities and the persistence of deeply ingrained hatreds and prejudices illustrate how little we have done to satisfy those needs. It is not the man with the college degree who becomes the easiest prey of the demagogue and the hate-monger though he may not be immune to the poison either.

Ralph E. Gauvey pleads for a "realistic concept of terminal education which includes general education appropriate for those students who will not continue their college career toward a baccalaureate degree." (4)

Of course, the Humanities and the Natural Sciences fall equally within the scope of General Education, but it was found practical to leave consideration of them to future studies. (5) Here we deal specifically with the Social Sciences. It is then assumed that a minimum acquaintance with the Social Sciences is of value to everybody, not just to the academic elite. If social evils should be combatted, if reason should replace destructive emotion, at least an attempt must be made to stimulate those who cannot follow the scientific jargon nor engage in sophisticated discussion. They are the ones whom we must try to rescue from the catching slogan, the dangerous over-simplified answer and the cynical stupor.

Some of the questions which this investigation set out to explore were:

- Is the terminal Social Science course the answer?
- If so, what should be its scope and contents?
- What specific methods and instructional materials would make its success more likely?
- What are some of the main obstacles to such undertaking?
- Who should teach the terminal courses?
- Who should enroll in them and how should the selection of students be determined?
- Can the success of such projects be evaluated?

Since the problem is new and not at all yet well defined, since action so far has largely been experimental or only in the talking and preparatory stage, this investigation could not possibly come up with definite answers. At best, it will contribute to bringing the question to the attention of the junior college world. Its aim is mainly to bring together some thoughts and experiences which, hopefully, will help in coming to grips with the whole complex of problems.

METHOD

It all began with repeated discussions in the meetings of the Social Science Division of the Clark College faculty. I am the chairman of this Division and I felt that my colleagues and I myself were greatly disturbed by seeing so many students fail their courses or withdraw from them before the end of the term. Those were the standard university-parallel courses in the various Social Science disciplines offered on the freshman and sophomore level. In discussing the matter thoroughly, we realized that neither poor teaching nor poor student attitude could be blamed for this frustrating situation, though a superficial glance at the situation might have prompted such conclusions.

Rather, as we realized, the difficulty had deeper roots. It was an effect of the peculiar composition of our student body. The feeling grew that, considering the human material with whom we had to deal, something was missing in the instructional offerings of the Social Science Division. The suggestion offered itself to initiate a new course especially aimed at the terminal student.

But who should teach it? One single individual or a team? The faculty favored the team, but the administration found it too unwieldy in terms of the best utilization of faculty manpower. No great enthusiasm was shown by any single teacher to take on the job by himself until I finally agreed to do it myself so that the experiment could get off the ground.

My enthusiasm grew the further I became involved in the project. The program is now in its third year and seems already quite firmly embedded in the whole curriculum. There is no dearth of enrollees. After handling the whole program by myself for two years, two colleagues have now evolved great interest in this challenging task and have become involved in the terminal work. Several procedures, several approaches as to contents, methods, and teaching materials, have been tried out. We are still considering the project to be in the experimental stage and are eagerly searching for new ideas to try out.

I wondered whether the problem we had encountered at Clark College existed at other junior colleges. I assumed it did since all such institutions share a common purpose and many common features. I felt it would be worthwhile to look into the situation on a wider scope since it touched at the very heart of the junior college philosophy. I also found it very likely that a study of the thoughts and actions on other campuses would help us and others cope with the problem more efficiently and more knowledgeably.

My opportunity came with a sabbatical leave in the spring of 1966. By that time, my terminal course, Introduction to Social Science, had attracted about 150 students on our campus. I had also kept a file on their backgrounds and their stated reasons for choosing this particular course which was clearly marked as carrying non-transferable credits. I had held personal interviews with each one of them and had also kept close touch with the counseling staff through frequent conferences and through exchanges of information and impressions about the students.

In March I set out on a tour of this country with the intent to study the matter further. It was felt that, at this stage, not a systematic quantitative investigation was called for. It was not a question of counting and measuring, but rather of feeling the pulse of the educational community. Therefore the trip was planned as exploratory in nature, as an occasion to observe, to ask and to listen.

I visited about twenty-five different junior colleges throughout the country, all of them public community institutions, with one exception, a small private college, just to help me realize the difference in outlook and tradition. The colleges to be visited were selected so as to give representation to the different geographic regions of the United States: the Atlantic Seaboard, New England, the Old South, the Middle West, the Mountain States, the Southwest and the Pacific Northwest.

It was found that regional differences did not amount to very much. Much more important were the differences in the socioeconomic types of communities which comprise the service areas of the colleges. The problem assumes different proportions at the metropolitan downtown college, the college in a suburban industrial community, in a medium-sized community with mixed industrial and agricultural economy, in the small rural community, etc. (See Appendix A) Also the presence or absence of significant minority groups, of sharp class and ethnic stratification, of the length of operation of the college had decided impact on the way the question was approached.

On the campuses which I had the pleasure of visiting, I interviewed department chairmen and teachers in the Social Science area and also administrative officers and counselors. I attended classes and inspected library resources and teaching materials of various kinds, especially course outlines, syllabi, textbooks and collateral readings. I inquired into the selection of teachers and students for experimental courses, into the reactions from faculties, administrators and student bodies. I learned of the

existence or absence of terminal programs and of the intentions or the lack of them in embarking on any ventures of that nature. Most rewarding were always the conversations with fellow-educators. Everybody showed keen concern and great interest whatever their point of view was. Everybody appeared convinced that the problem was important and deserved intensive consideration. This held true whether any positive steps had already been taken or whether those attempts had been blessed with success or failure.

Contact was also made with a number of state offices charged with directing or coordinating junior college work (see Appendix). Especially in those states where the direction of junior college work is to a considerable degree centralized, a visit to the respective state office produced valuable insights into existing conditions, as well as in the plans for the immediate and the more distant future.

The inquiry also was extended to include experts on junior college education connected with university departments of education. Either in personal interviews or by correspondence they gave warm approval of the purpose of this investigation and generally attested to the importance of it, though not all agreed on the wisdom of a separate terminal program.

The tour of junior college campuses lasted over two months. It was followed up by shorter excursions during the summer and autumn into communities closer to home. An intensive correspondence and the continued collection of teaching materials generously contributed by many colleagues from far and wide implemented this exploration.

The result is a composite, a panorama of thoughts, a mirror of experiences, a collection of practical hints and suggestions and the deepened awareness that the problem is general, timely and will continue to be of increasing importance.

RESULTS

How do professional circles feel about the need for special provisions to bring the terminal student into a meaningful contact with the Social Sciences?

The overwhelming majority wants some action taken or wants at least to have the problem explored and different ways of handling it considered.

However, here and there a voice is raised in defense of the status quo. For example, Don Uppendahl, chairman of the Social Science Department at Portland Community College in Oregon, reasons that the instruction of the terminal student or the under-achiever requires no special provisions. He points at the right of the student to try his wings and to fail. By this experience he will realize his own limitations and will be led to adjust his occupational goals realistically. Mr. Uppendahl wants to see the years of vocational-technical training unencumbered with general education requirements which, incidentally, are often thoroughly disliked by the students unless they are convincingly defended by the faculty. The main job for the student, so the reasoning goes, is to acquire strong occupational competence. Later on when he is safely ensconced in his job, he can make use of evening school or extension offerings to fill the gap in his knowledge of the world and the people around him. Then he will also be more mature and recognize for himself, without having to be coaxed, the need to

broaden his education.

Mr. Uppendahl's voice is not the only one in the country denying the necessity of a new approach. But those voices seem to be definitely in the minority. On most campuses the awareness of the dilemma is quite obvious though it manifests itself in different degrees depending on circumstances. Generally, junior colleges which have been in operation for a longer time show greater interest and greater willingness to take some action. Institutions which are just getting under way have their hands full putting the traditional programs into operation. The lack of time and manpower, the pressure of physical growth and budgetary limitations preclude any experimentation. Such institutions are too busy looking at the nearby state college or university as a model to deviate from the established patterns.

It is in the older, more solidified institutions where the question of terminal instruction receives greatest attention. In addition, some younger ones located in metropolitan areas where the pressure of large underprivileged masses is great have begun to face the issue. On many faculties the matter has yet to progress beyond the talking stage. It is on the agenda of many committees and conferences, and permeates informal discussions of teachers and administrators.

In a considerable and constantly growing number of junior colleges practical steps have been taken. In quite a few instances

these steps don't represent any radical innovation, but just a slight modification of old established procedures. Such a modification is the increased emphasis on general introductory courses in the Social Sciences. Such a general course is either integrated or organized in "cafeteria style". In the latter case, it consists of short samplings of the different disciplines, e.g., three weeks of anthropology, followed by three weeks of economics, three weeks of political science, etc. Such courses may have existed before. They generally carry transfer credit. In fact, they are also found on four-year colleges and universities where they precede the instruction in the special disciplines.

The junior college may encourage both transfer and terminal students to take this course which is the basic and most elementary introduction in the Social Sciences offered in its curriculum. In such a case all levels of ability and motivation are represented. Two alternatives present themselves in dealing with the widely diversified enrollment in such classes. Either the teacher adjusts contents and methods to the less sophisticated student. Requirements are relaxed, not officially, but de facto, so that the non-transfer student will not be at too great a disadvantage. Around the campus Social Science 101, or whatever its designation is, becomes known as an "easy course", and its prestige sinks in the eyes of the abler students who find it not sufficiently challenging.

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The other possibility is to keep the course on a transfer

level and to adopt a "sink or swim" attitude. The terminal student is given the chance and some help. When a team-teaching setup prevails, elaborate lecture productions may be staged, particularly for his benefit. When small discussion groups are set up, the terminal students may be collected in their own discussion groups. Still the grading is the same for all enrollees, and this puts the academic student at a great advantage, especially when the course constitutes a graduation requirement.

Both variations of the general Social Science course trying to satisfy transfer and non-transfer students at the same time are in operation. By observation and through interviews with educators involved I must come to the conclusion that this does not constitute a very good solution to the problem.

Much more promising seems to be the establishment of a second track in Social Science instruction. The second track has been a familiar device in the English and Mathematics departments of many institutions for quite a while. Now it is being haltingly tried in the Social Science area. Again two roads can be and are being taken. Either one or several terminal courses in a special Social Science are offered, or an integrated picture of the whole panorama of Social Science interests is presented.

We find specialized terminal courses in economics, psychology, history and political science. In several states the history and political science courses are tailored to fulfill state requirements

which allow granting of an Associate degree only when credits in local history and government have been earned. Vocational departments have here and there made such courses adjuncts to the technical or business instruction. When this is the case, what is called psychology concerns itself mainly with getting along with superiors, fellow-workers and customers, while economics deals with the pricing of the worker's product and with the budgeting of his income. The political science instruction may center around labor unions, labor legislation and social security.

Nobody will deny the useful service which such courses render. They offer good advice for personal well-being, but they hardly induce the student to approach the social phenomena around him with an unbiased, rational attitude. They fail to give him an inkling of the scientific method as opposed to the quick solution and the emotional response.

This leaves the integrated inter-disciplinary course or course sequence as the most reasonable instrument of reaching the terminal student. Whether he is working towards technological competence or just floating without definite goals and without much ability, this will, in most instances, be the only Social Science course he will take. For this single formal exposure the integrated approach seems the most logical. It offers an at least casual acquaintance with the methods and concepts common to all Social Sciences.

Such integration does not violate at all the uniqueness of the

various disciplines. They overlap to a considerable degree no matter on what level they are studied. Even in the realm of advanced instruction and research the integrated approach has found strong advocates, such as Professor Alfred Kuhn of the University of Cincinnati. (6)

Terminal inter-disciplinary sequences carry such labels as, MAN AND SOCIETY, CONTEMPORARY SOCIETY or INTRODUCTION TO THE SOCIAL SCIENCES. In some catalogs they are simply called SOCIAL SCIENCE and given a number identifying them as terminal.

Among the junior colleges where projects of this nature are being undertaken with enthusiasm and with the obvious promise of success are Clark College, Vancouver, Washington; Cuyahoga Community College, Cleveland, Ohio; Henry Ford Community College, Dearborn Michigan; Loop College, Chicago; Los Angeles City College and San Mateo College, both in California; and others.

Yet on a number of campuses similar projects were hopefully begun, but, after a while, abandoned in disgust or killed by apathy. The difficulties certainly are numerous and considerable. Man's deeply ingrained resistance to change does not evaporate in the offices of junior college teachers. No foolproof way exists yet of spotting the students who, for their own and society's benefit, should be directed towards the second track. Even those with obviously poor mental equipment dream of becoming physicians or engineers. They resent suggestions that such ambitions might be unrealistic and they disdain therefore credits which might not transfer.

Faculties show strong reluctance to conduct "glorified high school courses" as such projects are frequently nicknamed. There remains a degree of sensitivity to everything which strays from the hallowed academic tradition. This might very well be the residue of an inferiority feeling; junior college teachers still worry about being fully accepted as equals by their colleagues from the four-year colleges and universities.

On the other hand, administrations, while theoretically applauding the opening of the second track, often fail to support it adequately with funds since they are of dubious public relations value. In apportioning teaching loads, they sometimes fail to realize how much planning and preparation go into the instruction of the less promising student. In one junior college I visited the teacher with the least seniority was assigned to conduct the terminal Social Science course. The results were--predictably--disastrous.

Junior college administrators worry about the number of drop-outs and failures. At times their worries are not too delicately expressed, and the faculty rears against any hint that it "water down the course." "Watering down" is certainly not the answer. On the contrary, in this age of ever more demanding academic requirements, junior college transfer courses must be every bit as challenging as their counterparts at the universities. A good community college ought to be able to do both: provide first-rate

university-parallel instruction, as well as meaningful instruction for its terminal clients.

What is needed to make the venture into terminal Social Science instruction successful?

First of all, the counseling staff which provides the human raw material for the undertaking needs to fully understand what the terminal course is supposed to accomplish. From test results, records and from personal interviews it must identify the student who would profit by it and must guide, rather than force, him onto the proper track. Especially through sympathetic personal discussion the student can be made to respond favorably to explanations how he will benefit from such an experience. He usually realizes soon that he needs this exposure to matters not immediately related to his occupational training. He also loses his fear of the non-transfer credit when he understands that he doesn't need such credits anyhow. Even if he later decides to continue his studies towards a degree, he will be better prepared and therefore receive higher grades than he would have otherwise.

The junior college administration must do everything possible to secure prestige for this kind of endeavor on and off campus. Students will shun courses which are treated as second-rate by the school officials.

But most important is the attitude of the teachers involved. With their enthusiasm or the lack of it, the venture is destined to

prosper or to falter. Where successful, the terminal instruction is invariably in the hands, not of the novice, but of the most experienced teachers whose academic standing is above reproach. A particularly happy situation exists on several campuses where the same professors who handle the terminal program also teach strictly university-parallel courses or are involved in specially demanding honors programs.

Important is the cooperation of vocational coordinators and instructors. Students will hardly be convinced that Social Science is something which concerns them personally, when their mentors begrudge the time spent away from the shop. Unfortunately we even find highly trained physicians, engineers and lawyers who woefully misread contemporary social processes and trends. What then can we expect from future aircraft mechanics and computer technicians unless we include them in our efforts?

Though the terminal offerings must, of necessity, be of a simple nature, it should never be forgotten that they are aimed at adults. Childish or condescending ways on the part of the teacher doom the program to certain failure. Delicate aspects of human relations should be discussed frankly and forthrightly. It may be the first time that the student realizes that such subjects as sex, the family or social aberrations, can be and have been investigated methodically without hasty value judgments. This despite the overexposure to sex in our media of mass communication.

The teacher agonizes over the question, "How do I reach these people?" A substantial proportion of students in such classes are not very verbal. They have read little, their conversation topics are limited to sports and automobiles, and nothing beyond their immediate daily needs seems to concern them. Instruction must begin with the young person's own experiences, with topics which appear relevant to him personally. By a simplified inductive method he needs to be guided from the concrete phenomenon to the conceptual generalization. Such a procedure contrasts definitely with the usual course outline and textbook which begin with generalizations about the field and then proceed to specifics.

Only the simplest language will be effective, cleansed of the professional jargon which seems to grow more cumbersome with every new edition of the standard textbooks. Since most of the clientele possess a quite limited vocabulary and stunted reading skills, the question of appropriate reading assignments is a very difficult one. Some of the most successful pioneers in this field have begun to write their own texts since very little has been published to fill these particular needs. Only lately have a few publishing houses begun to show interest in such new types of texts.

Here more than in any other type of course, the traditional textbook should be augmented or perhaps even replaced by carefully selected newspaper, magazine and television material. In fact, the whole arsenal of instructional aid weaponry needs to be deployed in

behalf of the terminal student, including generous helpings of visual aid, dramatization, field trips, cartoons a. o. The more imagination can be brought into play, the better. Class discussion needs to be encouraged, preferably in small conference groups, even though the remarks advanced by the students may not be world shakingly original nor expressed in polished phrases. While the class may contain a few compulsive talkers, the majority will be tongue-tied in the beginning. To express a judgment based on reasoning and facts will be a new experience for many.

Once the student feels at ease and ceases to be overawed by the presence of the more sophisticated transfer-bound colleague, he will open up and sometimes show surprising interest and curiosity. At this point the teacher will experience the gratification of having expended his energy, not in vain, but rather to a vastly significant end. Results of his efforts may not be measurable. Even more than in other educational programs, we deal here with intangibles, but the educators who have plunged into this adventure with enthusiasm have no doubt that it is worthwhile and that it definitely carries out the basic purpose of the junior college.

DISCUSSION

The argument in favor of special offerings for the terminal and "latent terminal" student is strong. The academic transfer courses reach only a segment of the junior college student body, and even within this segment many students fail to profit from them, as indicated by the high rate of failures and withdrawals.

At Clark College, 4,398 students enrolled in the various transfer Social Science courses during the 1965-66 school year. 1,023 of them failed or withdrew before completion. Particularly high was the mortality rate in the following courses offered by the Social Science Division:

American Government (139 out of 357 failed to get credit)

Introduction to Psychology (202 out of 633 failed to get credit)

This seems to indicate a weakness in the system. But the opinion that something ought to be done about it is far from universal. Junior colleges just opening their doors take it usually for granted that their catalogs should feature the same entries as the senior colleges and universities in their areas and nothing else. This is true, for example, of the just emerging junior college system in the state of Connecticut. It is likewise apparent in North Carolina and Tennessee where a number of older industrial-technical or trade schools are now in the process of conversion to a comprehensive junior college program.

In those and in other Southern states, the Negro segment of the population includes large numbers of disadvantaged young people, many of them graduates of quite inferior high schools. They would especially need exposure to a simplified form of Social Science instruction. Yet comparatively few Negroes have as yet found their way into the junior colleges of those states.

Some small private junior colleges cater exclusively to the transfer trade with special emphasis on tutorial work which would enable weaker students to eventually meet transfer requirements. The second track has, of course, no place under such conditions.

Nor will it be found in junior colleges which are strongly technically oriented, but there the reasons are entirely different. At the Ohio College of Applied Sciences in Cincinnati, for example, only the briefest glimpse of the social issues confronting our times is offered by way of a series of guest lectures. It is not meant to parallel any university course, but neither is it systematic enough to provide any kind of adequate introduction into the field. The faculty in charge, however, maintain that this is good enough for their kind of student body, and no change is planned at this time.

Another type of junior college which fails to provide anything but the standard transfer courses in the Social Sciences is represented by the University College, a branch of the University of Cincinnati. This lower division school is a receptacle for students

who have applied to the University's liberal arts college, but failed to meet entrance requirements. They take the same kind of courses, in which they would have enrolled at the College of Liberal Arts. They are simply given a second chance to prepare for upper division standing on a "sink or swim" basis.

There are many reasons why even regular community junior colleges fail to make provisions for a meaningful Social Science program for non-transfer students.

A somewhat paradoxical situation exists in New York City. If anywhere, one would think it would be in this sprawling metropolis that great numbers of young people could profit from a terminal program. Yet the emphasis in the city system of junior colleges is on high caliber academic teaching. The reason is that these institutions, such as Bronx Community College and New York City Community College in Brooklyn, enroll large numbers of superior students who failed to get into the overcrowded, but highly selective four-year city colleges for lack of space. It is understandable that the teachers try to expose them to the same level of instruction they would have received at the senior institutions, with the result that little time, energy and manpower is left to build a strong Social Science program for the many young people who are not degree-bound.

Still, despite all these exceptions, in many institutions across the country, there is great awareness of the problem of

terminal Social Science instruction. But all too frequently it is still in the "talking stage". The difficulties are not only found within the confines of the individual campus. Often they arise from legal limitations. In states like Idaho and Oregon it is hard to get terminal and other experimental programs approved by state boards.

The Idaho State Bureau of Vocational Education insists that vocational students be taught only in separate courses; they may not mix with academic students in the classroom. In a Social Science course such separation makes no sense. To have special classes in "Social Science for Machinists" sounds absurd. Junior college educators are disturbed anyhow about the de facto separation of student bodies into vocational and academic factions. Special liberal arts courses for vocational students would only intensify such separation.

In Oregon approval of the State Board of Higher Education is needed for any instructional experimentation. It is not always easy to sway the minds of a lay body which is rather remote from the problematic situation.

The students who would profit from special Social Science programs fall into three groups:

- 1) students engaged in vocational and technical training, in training for secretarial and other clerical work, for work as airline hostesses, medical assistants, etc. In many instances they need a

certain minimum of Social Science credits to qualify for an Associate degree. Aside from such degree requirements, they should certainly be exposed to a rudimentary scientific appraisal of human society.

2) undecided students who are lethargic, whose life goals are vague or non-existent. They should have an opportunity to sample a wide variety of wares in the realm of knowledge. They need time to mature, but in the meantime they require mental stimulation on a rather unsophisticated level.

3) the "over-intenders", as Clark (7) calls them; students who dream of professional careers, but according to all available data, are unlikely to acquire the necessary training due to lack of ability and background.

Rather than be subjected to the traumatic experience of failing, all those categories of students would benefit from a terminal Social Science program. Whatever position they will eventually achieve, they will have to function as members of groups and will have to make satisfactory personal adjustments.

Hopefully, such an experience and the accompanying feeling of accomplishment will turn some of the weaker students into "late bloomers" and will make it easier for the "over-intenders" to redefine their goals more realistically.

Some educators shy away from the terminal track because they fear considerable student resistance. They foresee low enrollments

due to the low prestige of such courses and also due to the often observed fact that even low-achieving students desire transfer credits in the optimistic hope that some day things will improve and they will be able to complete professional training. However, the fears seem to be unfounded. Where such courses have been in operation for several years, the enrollment is brisk; new sections and larger classrooms are needed. This is the case, among others, at Henry Ford Community College, Los Angeles City College and Clark College. It may take a term or two of meager enrollments to give the new course a firm footing, but then the student grapevine spreads the news that Social Science 91, or whatever it is called, is thrilling and not too hard and that it is being taught by good teachers who take their assignment very seriously.

How are students channelled into the terminal Social Science classes? The simplest procedure is by a mechanical cut-off point on certain tests. This is done at institutions where special "Block", "Developmental Studies" or "Core" programs have been introduced for the lowest scoring group of students. If no such program exists, the preferable setup is a system of counseling by which the student is individually persuaded that this is the better way for him. At Clark College, the terminal classes are kept open long after the beginning of the term. Instructors of transfer courses try to recognize, as early as possible, potential failures among their students and advise them to switch to the terminal track. We have

seen a number of such students follow this advice; after strengthening their mental equipment and gaining confidence in themselves they were able to return to the transfer track in later terms. Such a salvaging operation certainly pays off from the standpoint of the individual, as well as our whole society.

A strange and unexpected problem arises in some parts of the country. The teacher of the terminal course may find himself before an audience which is de facto racially segregated. This is certainly not desirable, yet the danger exists in large metropolitan areas with a strong concentration of under-privileged members of minority groups.

At Los Angeles City College and in other California community colleges, the lowest scoring ten per cent of the student body are offered a "block program". They enroll only in terminal courses which include offerings in the Social Sciences. Unfortunately the minority groups predominate in the "block program".

All previous contentions should, by no means, be so construed as to mean that vocational-technical students should always enroll in terminal Social Science courses. On the contrary, if they are capable of profiting from the transfer classes, they should be encouraged to take advantage of them. All students need to be challenged to the limit of their capacity. Fluidity, rather than rigidity, is recommended, among others, by Knoell and Medsker (8) who argue against the rigid designation of programs as either "terminal"

or "transfer". They also want to see weaker students encouraged to attend junior college longer than the customary two years. This would, incidentally, give them a better opportunity for exposure to the Social Sciences.

Opponents of the second track argue that it is a good experience for the weaker student to see his more gifted colleagues in action. Though he may not join in the discussion, he will still profit from the more stimulating atmosphere of the transfer class. But discouragement results when the discussion is "over the head" of the student; and then there is the matter of grades.

Yakima Valley College, for example, offers an integrated course, Social Science 101, 102, 103. It is a transfer course open to vocational, as well as other students. It makes a conscious effort "to integrate spiritual and social values. . . . The five major factors in human social life are systematically presented: 1) culture, 2) heredity, 3) natural environment, 4) group life, 5) individual experience." (9) Course outline and reading list indicate a rather ambitious offering. Therefore it stands to reason that since Social Science is not a graduation requirement, many non-transfer students will not be exposed to this area of study at all.

Los Angeles Trade-Technical College likewise offers only transfer courses, but the individual teacher is free to adapt the degree of sophistication to the majority of students in his particular section. Thus one section of, let us say, sociology may be much

less demanding than another. The chairman of the academic department finds that by this system the vocational student will receive the highest measure of intellectual stimulation and will acquire cultural values heretofore denied him. (10)

The idea of offering only a single track, but of making unofficial allowances for differences in the ability of students seems to be wide-spread. Of the three campuses which make up St. Petersburg Junior College in Florida, officially a racially integrated institution, one campus is de facto a Negro campus. The courses on that campus carry the same titles and credits as on the two others, but the standards are much lower in recognition of the poorer preparation Negro students have received in the still largely segregated grade and high schools.

At Boise College in Idaho, also a single track institution, some transfer courses are rumored to be less demanding than others and are therefore popular with the low-achieving students. To this group belong such courses as Preparation for Marriage and Introduction to Education. The latter reflects rather unfavorably on the status of the educational profession. Generally, such unofficial solutions are, at best, stop-gap measures. They tend to endanger the standards of the academic courses and the reputation of those who teach them.

At Cuyahoga Community College in Cleveland, Social Science 101-102 has a transfer number, but is practically regarded as a

pre-academic and terminal course. Counselors suggest this course to students with unpromising test scores and low grades either as a substitute or as a preparation for the specialized Social Science courses.

Now to the attempts of introducing a second track of Social Science instruction.

Some such attempts have met with failure, and it is worth learning from those experiences. Where terminal instruction was tried and then abandoned, the reasons were faculty resistance, lack of administrative support, uninspired counseling and general apathy. Faculty resistance appears to be the most crucial factor.

Teacher enthusiasm is absolutely essential to the success of terminal Social Science instruction. Some educators speculate that junior colleges should perhaps recruit grade or high school teachers for this kind of work since they are familiar with the approach to the less knowledgeable student. But many of us who have tried our wings in this enterprise cannot subscribe to such advice. We feel that an instructor of high academic standards who can develop empathy with the terminal student is the right person for the job. Such teachers are already at work on a number of campuses. Their advanced degrees and academic accomplishments lend prestige to their efforts. They don't consider it below their professional dignity to improvise and to experiment with various devices and techniques which enable them to penetrate the shell of indifference

or even hostility they may encounter.

There are strong reasons against having junior college professors teach only terminal Social Science courses. They should be involved, if not concurrently, then at least alternately, in instruction on the transfer level. This is necessary to safeguard the prestige of the terminal course within the college community, not to speak of the effect on the instructor himself.

Dr. Douglas White, who teaches Social Science 10 mainly to technical students at Henry Ford Community College, likes to compare social phenomena, whenever possible, with phenomena in the world of machines. His technical vocabulary is meaningful to his students and helps him establish rapport. They respond warmly to an instructor who is familiar with the jargon of the automobile fancier and yet is undoubtedly also a serious scholar.

The material presented in a terminal course may seem elementary at first glance. It is not. Only the method of presentation makes it appear simple, and this seeming simplicity is achieved only by tremendous efforts on the part of the teacher. All this takes time and ingenuity. It also requires adequate physical facilities and sufficient clerical and other assistance. Complaints are frequent that administrations and governing boards fail to realize this fully.

At San Mateo College, to cite a typical example, the Social Science faculty is deeply divided between the advocates and the

opponents of the terminal program. The controversy finally led to the replacement of the division chairman who opposed any innovation and even refused to discuss it at division meetings. The new chairman is more sympathetic to experimentation. He finds that generally younger teachers are less tradition-bound and more amenable to new ways. He questions candidates for positions on their willingness to deal with the terminal student. Of course, the theoretical willingness and the practical success may not coincide. One may expect all kinds of favorable answers from the applicant when the job is particularly desirable.

Teachers who have taken on the terminal assignment with reluctance and doubt, are known to have warmed up to the task as they realized how much can be accomplished. Mrs. Jane Herzog, who teaches the terminal course, Sociology G 11, at San Francisco City College, was one of those who approached the task with mixed emotions, but now she welcomes "the opportunity to reach citizens and voters who would otherwise not be exposed to the field at all."

"What should Social Science do for the student who will not transfer?" Professor Raymond E. Schultz wants this question clearly posed before any action is taken.

Here is a suggested answer: It should give him at least a dim awareness that the problems confronting him in his own life have become the subject of generalization and of impartial scientific investigation, that they can be approached by cool reasoning and that

only after such an approach can methods of improvement be successfully devised. He should be made to realize that in the findings of the experts are implications affecting his own social, occupational and private life.

Stripped of the verbiage and the philosophical implications used in the transfer course, the realization should occur to the student that Social Science, like all sciences, is out to establish "generalizations . . . that are supported by empirical evidence collected in an impersonal and objective way" and that "the ultimate end is to understand, explain and predict human behavior." (11)

Thornton suggests as a minimum offering the following two courses which could also be made the two main themes of one single course:

A. American Civilization, which "would explain and prepare for participation in American civilization by concentrating on helping the student increase his competence in citizenship, in critical thinking, and in understanding his cultural heritage. The development of spiritual and moral values and of satisfactory vocational insights would be a concomitant . . ."

B. Human Behavior, a course designed to increase the student's "competence in maintaining mental health, developing balanced adjustment, and sharing in developing satisfactory family life." (12)

Since many junior college teachers are frightened by the prospect of teaching "glorified high school courses," the question

arises: Wouldn't such terminal instruction duplicate much that has already been taught before completion of the 12th grade?

A look at various high school curriculum guides proves that the answer is yes. But this does not obviate bringing it up again at the junior college. Other high school subject matters also appear again on the college agenda, such as in English, Speech and in the Natural Sciences. The difference is in the teacher's approach and in the student's attitude. As long as school attendance is compulsory, the weaker student especially reacts negatively to anything he is taught in grade or high school. College-age people have achieved greater maturity and are also much more concerned with the problems studied, such as the questions of sex behavior, marriage, civic affairs, the national economy and even, because of the military draft, foreign affairs. They are now treated as adults, and the teacher does not have to hedge about delicate subject matter.

Incidentally, high school educators are now in the process of reassessing their own offerings and moving towards a more integrated approach. The "Harvard Project on Social Studies" suggests as a common base the analysis of public controversy which, of course, ranges from the role of the individual to the role of the universe, from personal concern to concern for all mankind. (13)

More than the transfer course, the contents of the terminal Social Science course vary with the individual teacher's judgment

and inclination. Since the pressure of paralleling the contents of other institutions is absent, the teacher has considerable freedom in the choice of topics and in the extent of their treatment. This should be an attractive feature for the creative educator. He can put more of himself into such a course than is otherwise possible.

It has been indicated that the meaningful terminal course must, just as its academic counterpart, go beyond being a mere service course which gives good advice on how to get along with one's sweetheart, boss or pocketbook. We insist that the technician and the industrial worker grasp the scientific method as it affects the technical processes in shop or factory. We don't let him resort to magic incantations any more in pursuit of his work. What is self-evident with regard to the physical world should also become standard attitude toward the social world. Modern man has accepted the necessity of experiment and observation in the study of nature. Why not make him realize the equal need for statistics, interviews, testing, community studies and various other methods of social investigation in determining patterns of group behavior and the role of the individual in his group?

It is hereby suggested that such awareness could best be developed by means of a broadly designed inter-disciplinary course. Hopefully such an integrated course symbolizes the fact that human society is really one whole phenomenon and that its study should begin with a wide-angle look at the total situation. The emphasis

is on basic concepts and methods which are common to all specialized Social Sciences. The student is made to realize that the social world before him is really unpartitioned and inter-related. The majority of terminal students will never study the individual disciplines, such as anthropology or political science, but they will now understand where these disciplines fit in. The others who will later take specialized courses, will have received a valuable introduction. It will prevent them from seeing any single academic field as an isolated pursuit of knowledge, unrelated to any other.

Since the idea of the terminal Social Science program is new and therefore lacking any solidified traditions, the actual attempts and experiments show a great deal of variety both in contents and method. Here are a few cases exemplifying characteristic variations of the general theme:

In several states, such as California, Illinois and Ohio, the ~~Social Sciences~~ ~~Core~~ part of the "Developmental Studies". This is a package program designed for junior college students with very low test scores who are definitely not expected to attempt a four-year degree curriculum.

At Los Angeles City College, this "Core Program" as it is also called, includes a course on Fundamentals of U. S. History and Government. It is a team-teaching project based mainly on elaborately staged large lecture sessions. The number of students enrolled is steadily increasing and will soon exceed 1,000 per term. Dr. Philip

J. Schlessinger, who acts as coordinator and is also the main lecturer, emphasizes the strong need for dramatic techniques, for humor and particularly for enthusiasm on the part of the teacher involved. His students, as he points out, are almost exclusively poor readers, have no disciplined study habits and possess, like little children, only a short span of attention. The cultural opportunities of the great metropolis have been largely unnoticed by them. Therefore he suggests that the teacher prompt them through his lectures into attending plays, film presentations and outside lectures which somehow connect with the topic under study.

A similar approach is being tried at the much younger Central Oregon Community College where an experimental course, entitled American Institutions, is being offered without transfer credit. Though this is a small junior college, the first offering drew an enrollment of 90 students selected on the results of their entrance examinations.

At San Mateo College, a course in Historical Geography (History 99) addresses itself pretty much to the same type of student. It is also handled by a team, rather a duo composed of a historian and a geographer, with the help of two graduate teaching aids. Enrollment is limited to 90 students. Dr. High Ross, the historian, and Dr. Alan L. Weintraub, the geographer, feel that "the approach to understanding the past through historical geography (that is, the reconstruction of past geographies) might be a particularly

effective means of utilizing the student's ability to deal with basic spatial concepts."

Southwest Oregon Community College has introduced the course, Man and Society. It is a three-quarter sequence with one term each devoted to the topics, "The Individual", "The Individual as Social Being" and "The Individual as a Citizen in a Productive Society". Translated into conventional catalog terms, this amounts to one term each in psychology, sociology and a combination of political science and economics.

A similar situation prevails at present at Clark College where also one terminal course each in psychology, sociology and political-economic science is taught. All three are given in each term and all attract good enrollments. This arrangement was not made for any theoretical reasons, but mainly because three professors showed interest and willingness to enter the terminal field. Since teacher interest is considered the most essential success factor, the course offering was tailored to fit the personnel. In the previous two years an integrated course had been taught by the chairman of the Social Science Division simply because, at that time, nobody else on the faculty wanted to get involved. The results, as much as they could be determined, were good.

At Loop Junior College in Chicago, Social Science forms part of the "Basic Program", another name for the package aimed at the under-achiever. Coordinator of the program, which includes also

English and Humanities, is Salvatore G. Rotella, head of the Social Science Department. He lays great stress on the integration of all disciplines. "The immediate environment of the student was chosen as a kind of laboratory," he declares. "The city, and more specifically, the city of Chicago, has been the central theme." On the role of the teacher he comments, "The faculty for the Program should be selected only among experienced individuals who have indicated an interest in working with the type of student that goes into the Program. No faculty member should be compelled to become part of the Program. This we have found a very important provision, on several grounds, not excluding the fact that cooperation and consultation among the staff members is essential and so far has required a considerable amount of time beyond that spent in the classroom with the student. . . . The prerequisites that we have looked for in our staff have been: sympathy for the type of student that is to be served in the program, an unusual degree of willingness to cooperate with colleagues from other departments and with administrators." (14)

At Henry Ford Community College, Man and Society (Social Science 10, 11) is designed for students in the many technical and semi-professional programs. Though not remedial in nature, the instruction tends to be down-to-earth in language and methodology. Social Science 11 meets a state-wide requirement and therefore draws a much larger enrollment than Social Science 10. Both

instructors involved hold doctor's degrees and are engaged in writing a textbook for these courses.

The fact that a number of instructors are in the process of compiling their own texts demonstrates the difficulty of locating suitable reading material for such courses. Only a few of the texts which are available on the market have been found appropriate for terminal instruction. Here are some which are actually in use:

Elgin Hunt's Social Science (15) uses a modified "buffet style" arrangement, devoting different parts to anthropology, economics, social psychology, political science, etc., while maintaining in its preface that it "presents an integrated picture of human society." The book is quite extensively used throughout the junior college world because of its clear organization and comparatively simple language.

Professor Hunt, together with Jules Karlin, has also edited a volume of readings in Social Science (16). Though members of the Wilson Junior College Social Science department helped locate suitable readings, some selections would be hard for the terminal student to digest, while others are quite suitable due to their lively bounce and anecdotal quality. The instructor will have to make his own selections.

Another favorite with junior college professors is the Biesanz text (17). It begins with a discussion of the scientific approach, followed by a fascinating description of a primitive society in

action. The body of the volume also divides itself broadly into disciplinary sections, though there is an integrative theme, namely "freedom and control in a complex and changing world." It is a formidable book (over 700 pages), its usefulness heightened by lists of study questions and suitable films and also by hints for role-playing and other projects.

Two faculty members of Wright Junior College are the authors of Society and Man (18). It is organized by problems, such as Citizenship, Social Class, Delinquency, Nationalism. Each part outlines the direction modern research has taken and summarizes the results in clear, well conceived statements. The generous amount of material found in this book can be used selectively as time and other local circumstances demand.

Non-technical works aimed at the general reader have served as good substitutes for the still not plentiful list of texts. The Proper Study of Mankind lends itself to such use due to the journalistic skill and liveliness of its author, Stuart Chase (19).

The need for suitable texts is still great. Authors who combine solid scholarship with popular style are hard to find. Aside from eminently readable expositions, such texts should include glossaries of unavoidable technical terms, cartoons and illustrations, questions which stimulate thought, suggestions of pertinent television programs, films, tapes and records, popular books and magazine features.

The term has ended. All the lectures have been given, the discussions have been conducted, the tests and papers have been read and graded. What should be the result? Has the student profited, has his attitude changed on account of all the elaborate work that has gone into teaching him? How does one evaluate the effects of teaching unless the instruction has to do with measurable skills? The effects are, we hope, of a long-range nature. They have to do with intangibles.

A commercial printing major at Clark College commented on the terminal Social Science course which had just been concluded:

"I have enjoyed the course because it gives me a look at everyday problems and situations. There are situations which I myself could be in some day, and maybe now I will have some understanding of the problem that could arise . . ."

Another student, majoring in commercial cooking, remarked:

"This course has given me one good thing, I feel: trying to understand people better before I pass judgment on anyone." And a "latent terminal" student who is quite weak in his verbal expression wrote, "I have learned to think and not to make snap judgments, and also that the family has a purpose and a person inside the family has a purpose. . . ."

We can assume with a strong measure of confidence that a spark has been lighted. How long it will glow and whether it will help light a more impressive fire is beyond our power and our foresight. But without that spark there would only be darkness.

CONCLUSIONS

The comprehensive community junior college which has an "open door" policy of enrollment and offers a sizeable vocational-technological program needs to make special provisions for the instruction of the Liberal Arts. It is necessary to go beyond the traditional transfer courses which parallel the offerings of four-year colleges and universities.

This investigation has been concerned with the teaching of the Social Sciences. It is suggested that a similar study needs to be carried out for the area of the Humanities.

Every student should receive a minimum exposure to the Social Sciences during his tenure at a junior college. Since many vocational-technical students and many undecided or ill-prepared students are not willing to submit to the rigors of the transfer courses or, if willing, are not likely to succeed in them nor profit sufficiently from them, it is advisable that community junior colleges set up a second track of Social Science instruction. This has already been done on a number of campuses and is in preparation or under discussion in many more.

The purpose of the terminal Social Science instruction is not to train social scientists, but to make the student see himself as a member of historically developed and dynamically changing groups. The picture of a complex society should be presented to him so that he may realize that the social difficulties of our times defy easy,

emotional solutions, but can be met by planned action based on reasoned investigation. Such insight is necessary to make the student a functioning member of a democratic society and a culturally alert human being.

Students should enroll in terminal Social Science courses with the understanding that credits earned may not necessarily transfer to senior institutions. A flexible system of counseling will channel students into the terminal course.

The problem of the terminal Social Science course is quite new. Therefore much experimentation is being conducted, and many ways are being tried out. It would be very useful if educators engaged in such projects had more opportunity to meet in conferences and through visitations, to exchange ideas and experiences and to test their own thoughts on the reactions of their colleagues.

Observation and experience seem to indicate so far that the inter-disciplinary and integrated approach in teaching the terminal course is preferable, especially when the bulk of the students involved will, in all likelihood, receive no further instruction in specialized Social Science fields.

Such a course is best constructed along an inductive method, proceeding from facts within the experience range of the student to generalizations and the discovery of behavior patterns. The initial stimulation of the student's interest is extremely important. Therefore the instruction should be introduced by case descriptions,

such as of primitive folkways in action, of prison riots, political demonstrations, divorce proceedings and the like. His interest aroused by the drama of the concrete case, the student can be led to perceive how such behavior is being systematically studied by the expert. He is then introduced to a simple, jargon-free formulation of concepts, such as folkways, mob action, spatial disorganization, cultural change, social stratification, status, a. e. He realizes the possibility of discovering predictable behavior patterns which, in turn, is a prerequisite of successful social reform and social engineering.

At the end, rather than at the beginning, of the course the essence of the scientific attitude and the scientific method can be presented.

A suggested outline for an integrated terminal Social Science course may look like this:

1. The way of man (the culture concept)
2. Man in strange places and in distant times (cultural diversity and cultural diffusion)
3. Rubbing elbows with one's fellow man (interaction between the individual and the group; conformity and rejection)
4. Groups which surround us constantly (basic social institutions, such as family, community, nation, organized religion)
5. Our basic drives and how society allows us to satisfy them (the fulfillment of economic needs; the fulfillment of sexual needs; the fulfillment of needs for status and recognition)
6. What's wrong with our world? (Social disorganization; the conflict between the individual and society)

a) the gospel of hate (hatred and bias against races, classes, nations and religions)

b) the gospel of violence (the militarist, the criminal)

7. The social engineer: building bridges and removing walls.

a) efforts to maintain peace

b) efforts to erase poverty

c) efforts to mend broken homes

d) efforts to help endangered youth

8. The permanence of change: man's constant effort to adjust to a changing society.

9. Scientific attitude and scientific method.

The terminal Social Science course requires the best instructors and an ample variety of audio-visual and other aids. The reading material assigned must be commensurate to the mostly limited reading ability of the terminal student. The attitude of administration, faculty and student body must be such as to give this course and those involved in it the highest possible prestige on campus. Constant inter-action between teachers, counselors and administrators is vital. The whole enterprise is of an experimental nature and requires regular evaluation and revision.

Further study of the problem is indicated, especially since more experimental programs are being set up in many places and the entire junior college world is steadily becoming more aware of the problem.

All the suggested efforts in behalf of the terminal student should in no way impair the standards of the transfer offerings in

the Social Sciences or in any other academic field. The junior college must continue to exhibit excellence in the teaching of lower division transfer students while, at the same time, giving full attention to the other sections of the student body. This twin task is difficult and complex, but it is inherent in the multiple purposes for which the community junior college idea was developed.

The attempt to introduce terminal Social Science instruction evolves from the recognition that the junior college has educational responsibilities towards the whole person of the student whether he be engaged in vocational or pre-professional training or whether he is just trying to find himself and to determine his life goals.

SUMMARY

The purpose of this study is to investigate the attitude of the junior college world towards the question of Social Science instruction to non-transfer students. The need for such instruction became apparent on the campus of Clark College, and the investigator tried to find out how universal the problem is, how educators concerned with the junior college react to it and what has been done or is in the planning stage to meet the problem.

A cross section of junior colleges in the United States were visited, a substantial number of educators were personally interviewed or queried by correspondence. In addition, the literature on general education was examined and the experiences gained at Clark College during three years of experimentation were considered.

The conclusion is that substantial awareness of the problem exists throughout the country. The feeling that action is needed is widespread though by no means universal. Where resistance exists, it is mainly due to reluctance to deviate from any program that is not paralleled by the upper-division institutions.

The reasons for the need of terminal Social Science instructions can be summed up as follows:

A minimal acquaintance with the Social Sciences is essential for all citizens who are to be considered educated. This is true for the professional person, as well as for those with other occupational callings. Traditionally instruction in the various Social

Science disciplines has been only through standard transfer courses. These are not adequate to meet the needs of large numbers of vocational-technical, undecided or academically ill-prepared students. It is for these categories of students that terminal Social Science instruction is needed.

The main difficulties encountered in setting up such programs are faculty resistance to change, lack of administrative concern and general apathy. Concern of students about the non-transferability of credits is also a factor.

A method of selecting the student for the terminal program through testing and/or appropriate counseling is essential.

The purpose of the terminal Social Science instruction is to help the student acquire an appreciation of the social world around him, to function as a constructive member of social institutions, to adjust to the conditions of our time and develop cultural interests and moral values. He should also be made to grasp the scientific approach to the understanding of human behavior.

Such instruction will, for the most part, be complete in itself. But it can also serve as an introduction to a later study of the special Social Science disciplines if the student is willing and capable of undertaking it.

The experiments which are being carried out on various campuses show great variety as to contents and organization. The main trend is towards an integrated and inter-disciplinary approach. Inventive methods and teaching skills are essential in arousing and

maintaining student interest, in convincing the student of the personal relevance of what he is to study.

Positive steps to meet the whole problem are just beginning. Only very few institutions can look back on an experience of two to three years or more. In many others the first attempts are just getting under way or are still in the planning stage. Therefore a systematic evaluation of results is premature. But it is obvious that the concern exists. Opportunities for further study are needed and also occasions for faculties to confer about the whole range of related questions. So far the topic of terminal Social Science instruction has not received significant treatment in the professional literature, nor has it been made the theme for professional meetings, though there seems to be great eagerness among concerned junior college educators to talk about it. But it was the main item on the agenda of a state-wide conference of junior college Social Science professors in the State of Washington in February, 1967. (See Appendix C) The surprisingly large attendance at this conference, the interest shown by the participants and the intensity of the discussions held show how much this topic is on the minds of junior college educators.

The need for a non-transfer program in the Social Sciences is a direct outgrowth of the overall junior college philosophy with its creed of service to all segments of the community whatever their talent, status of training or educational goal may be.

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APPENDIX A

Junior Colleges Investigated (Location; type of community served; age)

Blue Mountain Community College, Pendleton, Oregon.
Northwest, semi-rural small town, 4 years old.

Bronx Community College, New York, New York.
Large metropolitan area, heterogeneous population, 9 years old.

Boise College, Boise, Idaho.
Rocky Mountain region, medium-large city with rural surroundings, 64 years old, changing to 4-year college.

Central Oregon Community College, Bend, Oregon.
Northwest, small semi-rural town, 15 years old.

Clark College, Vancouver, Washington.
Pacific Northwest, medium-sized suburban town with rural surroundings, 22 years old.

Chicago City Junior College, Loop Campus, Chicago, Illinois.
Middle West, downtown metropolitan location, heterogeneous population, 55 years old.

Cuyahoga Community College, Cleveland, Ohio.
Middle West, downtown metropolitan location, heterogeneous population, 3 years old.

El Camino College, Torrance, California.
Southwest (south of Los Angeles), middle class suburban

Gulf Coast Junior College, Panama City, Florida.
South, medium-sized industrial and resort town, 9 years old.

Henry Ford Community College, Dearborn, Michigan.
Middle West, highly industrial suburb, 20 years old.

John C. Calhoun State Technical Junior College, Decatur, Alabama.
South, small town, changing to comprehensive junior college, 7 years old.

Joliet Junior College, Joliet, Illinois.
Middle West, medium-sized town, heavy industry, 65 years old.
("Oldest public junior college")

- Los Angeles City College, Los Angeles, California.
Southwest, downtown Hollywood, metropolitan, heterogeneous population, 37 years old.
- Los Angeles Trade-Technical College, Los Angeles, California.
Southwest, downtown in older section, heterogeneous population, changing to comprehensive junior college.
- Lower Columbia College, Longview, Washington.
Pacific Northwest, medium-sized industrial town, 21 years old.
- Manhattan Borough, Community College of, New York, New York.
Downtown Manhattan, mostly business education, 2 years old.
- Martin College, Pulaski, Tennessee.
South, small town, private church-related junior college
- Miami-Dade Junior College, Miami, Florida.
South, 2 metropolitan campuses, heterogeneous population, 6 years old.
- New York City Community College, New York, New York.
Brooklyn, metropolitan, heterogeneous population, 20 years old.
- Ohio College of Applied Sciences, Cincinnati, Ohio.
Middle West, mainly technical school, metropolitan, heterogeneous population, 47 years old.
- Portland Community College, Portland, Oregon.
Pacific Northwest, downtown metropolitan, 3 years old.
- San Francisco, City College of, San Francisco, California.
Pacific Coast, metropolitan, older part of city, industrial neighborhood, 31 years old.
- San Mateo, College of, San Mateo, California.
Pacific Coast, suburban industrial and residential, 14 years old.
- St. Petersburg Junior College, St. Petersburg, Florida.
South, 3 campuses (one Negro), industrial and resort, 38 years old.
- Southwest Oregon Community College, Coos Bay, Oregon.
Pacific Northwest, small town, resort and lumber, operation just beginning.

University College, Cincinnati, Ohio.

A college of the University of Cincinnati, Middle West, academic preparatory

Yakima Valley College, Yakima, Washington.

Northwest, medium-sized rural trading center, 48 years old.

APPENDIX B

Educators and State Officers Consulted (Not connected with a particular junior college)

Biesanz, Prof. John. Social Science Program, Wayne State University, Detroit, Michigan.

Brunner, Prof. Ken August. Dept. of Higher Education, Southern Illinois University, Carbondale, Illinois.

Connecticut, State Board of Regional Community Colleges, State Capitol, Hartford, Conn.

Cooper, Dr. Russell M., Dean of Liberal Arts, University of South Florida, Tampa, Fla.

Crawford, Dr. William H., Acting Chairman, Dept. of Education, Washington State University, Pullman, Wash.

Florida, State Department of Instruction, Junior College Division, State Capitol, Tallahassee, Fla.

Gaiser, Dr. Paul F., Professor of Education emeritus, University of Portland, Portland, Oregon.

Henderson, Dr. Lee, Florida State Dept. of Instruction, Tallahassee, Fla.

Johnson, Prof. B. Lamar, Dept. of Education, University of California, Los Angeles, California.

Litton, Prof., Dept. of Education, Florida State University, Tallahassee, Fla.

Kuhn, Dr. Alfred, Prof. of Economics (working on integrated Social Science course), University of Cincinnati, Ohio.

Morrison, Dr. Grant, Tallahassee, Florida, formerly with the U. S. Office of Education.

North Carolina State Department of Education. Office of State Director of Junior Colleges, Raleigh, North Carolina.

Schultz, Prof. Raymond E., Dept. of Higher Education, Florida State University, Tallahassee, Fla.

Skaggs, Dr. K. G., American Association of Junior Colleges, Washington D. C.

APPENDIX C

Notes from a Conference on Social Science and the Terminal Student, Washington Community Colleges, February 10-11, 1967.

On February 10 and 11, 1967, Clark College was host to a conference attended by deans and professors from all community colleges in the State of Washington and several community colleges in the State of Oregon. The general conference theme was, SOCIAL SCIENCE AND THE TERMINAL STUDENT. This project director was the conference director and keynote speaker. Extensive discussions followed the keynote address. Here are some points brought out in these discussions:

On practically all campuses represented at the conference (about 25) the topic is receiving a great deal of attention. In a number of institutions experimental programs have begun to take shape. Especially in the early phases of such a program, it is difficult to communicate the purpose of the terminal program to faculty, counseling staff and student body. Therefore the enrollment in terminal courses falls at first below expectations. Not all students for whom the program would be beneficial avail themselves of the opportunity. Many show resistance at first; often they are not aware that such courses will meet requirements for the Associate degree.

The majority of conference participants favored some sort of mechanical device, such as a test score cut-off point, to channel students into the terminal courses. However, any student who wishes should be allowed to take a non-transfer course even if his test scores are above the cut-off point. Student programs should be flexible, that is, a student may take transfer, as well as terminal courses, at the same time, to match his abilities and interests in various subject fields. Counselors should advise low-scoring students that they will probably find the transfer courses too difficult, especially when their reading ability is impaired, but should not forcibly prevent them from trying if they insist. It should be possible for the student to switch from transfer to non-transfer course during the term when he finds the going too rough.

Advisers and counselors should point out that terminal Social Science courses can be useful in the preparation for various occupational activities, such as police work, some aspects of welfare work, employment as teacher aides and certain other types of public employment.

The fact that many students who enroll in junior colleges

disappear from the campuses after only one or two quarters points up the great need for terminal programs.

The inter-disciplinary approach is favored by the majority of educators. A team-teaching setup is especially advisable, and the need for effective supervision and evaluation of the work is emphasized. Teachers should not specialize only in terminal classes, but should also be involved in transfer teaching. Integration can be accomplished by combining Anthropology, Sociology and Psychology into one course and Political Science, Economics and History into another. An integrated structure may be achieved by using a cross-cultural approach, a fictitious model community or the systems analysis proposed by Prof. Alfred Kuhn.

Difficulties which need to be overcome practically everywhere are the reluctance of the faculty to leave the traditional path, the lack of cooperation between the academic and the vocational-technical branches of the community college and the lacking awareness of the advantages the students may receive from taking terminal Social Science courses.